

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***The Handmaid's Tale* Seminar Presentations**

We are going to explore the role that four central themes play in Margaret Atwood's novel *The Handmaid's Tale*. Working in groups of 4, you are going to examine how one of the following themes manifests itself throughout the novel:

- The role of motherhood
- Education and literacy
- The tensions between social classes
- The role of religion

As a group, you will need to determine the purpose of the representation of your theme and present this to the class. For each of the above themes, each student in your group will be responsible for tracing one specific representation of your theme throughout the novel. For example, look at how your theme is uncovered through a specific character, location, motif, timeline, etc., and find 6 examples of when this emerges in the text. These examples must be shared with the class and their relevance explained. You will be expected to make reference to specific page numbers in the text during your presentation, and to read each passage aloud.

Your group will also be responsible for posing 2 questions to the class and facilitating a brief discussion about your theme. Try to ask open-ended questions that will foster a solid discussion with your classmates. Make sure your group also facilitates the discussion so that several students have the opportunity to speak, and so that your discussion stays between 5-10 minutes.

Every student will have 5 minutes to present their sub-topic, its significance, and read their text examples (5 minutes per student x 4 students per group = 20 minutes for this part of the presentation), and the group will have 5 minutes allocated to each discussion question posed (2 discussion questions x 5 minutes per discussion = 10 minutes of discussion). This means each group has 30 minutes total for their presentation. It is advised that one member of your group introduce your theme and sub-topics, and another conclude your presentation.

These presentations will be evaluated according to the rubric on the reverse of this page. Even though this is a group assignment, each student will be awarded an individual mark.

When your group is not presenting, you are responsible for being a respectful audience member for those who are at the front of the room. You should bring your copy of the novel to class every day during presentations, and follow along with the presenters. You are also required to participate fully in the discussions facilitated by each of the other groups.

Taking good notes on each theme is also advised – this will be extremely helpful when you go to write your essay about the novel.

Each group is responsible for the following:

- Determining a theme and a unique sub-topic for each group member to trace throughout the novel (hand in your "Seminar Presentation Group and Topic" sheet ASAP).

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- Using the class time provided to find quotes in the novel that support your sub-topic, and communicate with your group to be sure that you aren't overlapping too many quotes with your other group members.
- Plan for, rehearse, and time your presentation with your group members. Use the directions above, the rubric below, and direction from your teacher, to be sure you are ready to present on \_\_\_\_\_.

<b>CRITERIA</b>	<b>LEVEL R (0-4 MARKS)</b>	<b>LEVEL 1 (5 MARKS)</b>	<b>LEVEL 2 (6 MARKS)</b>	<b>LEVEL 3 (7 MARKS)</b>	<b>LEVEL 4 (8-10 MARKS)</b>
Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes	Student does not present, or presents but speaks in a manner that makes it difficult for the audience to understand them	Student does not consistently speak clearly, effectively, maintain eye contact, or with an appropriate pace	Student speaks slightly clearly, somewhat effectively, sometimes maintains eye contact with audience, and speaks at somewhat of a reasonable pace	Student speaks clearly, effectively, maintains eye contact with audience, and speaks at a reasonable pace	Student speaks clearly, very effectively, maintains eye contact with audience, and speaks at a highly reasonable pace
Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	Student does not participate in the discussion of other groups, and does not participate in the facilitation of their own group's discussion	Student seldom participates in the discussion of other groups, and participates minimally in the facilitation of their own group's discussion	Student sometimes participates in the discussion of other groups, and supports the facilitation of their own group's discussion	Student participates in the discussions of other groups, and participates in the facilitation of their own group's discussion	Student actively participates in the discussions of other groups, and plays an active role in the facilitation of their own group's discussion
Read and demonstrate an understanding of a variety of literary, informational and graphic texts, using a range of strategies to construct meaning	Ideas and quotes selected do not represent the theme, and/or the student does not present a theme and/or quotes from the novel to support it	Ideas and quotes selected represent the theme with limited effectiveness and clarity	Ideas and quotes selected represent the theme with some effectiveness and clarity	Ideas and quotes selected represent the theme with effectiveness and clarity	Ideas and quotes selected thoroughly represent the theme with a high degree of effectiveness and clarity

**TOTAL:** \_\_\_\_\_/30